



Unit 10: Supporting Individuals with Additional Needs

Delivery guidance

Approaching the unit

This unit has been designed to introduce learners to the benefits of working with individuals who have additional needs. The emphasis is on inclusion, promoting independence and celebrating the uniqueness of individuals. Learners will explore a range of additional needs and consider how the effects of these needs may impact wellbeing, rights and access to services. The unit will also help them to develop an understanding of the importance of respecting diversity within society.

It is important that you bring the vocational element into your classroom teaching so, if possible, allow learners to share experiences from their own lives or work experience. You must emphasise maintaining dignity, privacy and confidentiality when learners are discussing experiences. Learners would benefit from visits to supported living establishments, visits by professional guest speakers such as social workers, support workers and care workers, and, if appropriate, visits by individuals who themselves have additional needs. Case studies will be an important resource in teaching this unit so that learners understand how health and social care workers provide appropriate support.

Delivering the learning aims

Learning aim A

Learners need to be aware of the range of issues which can cause individuals to have additional needs and how these are diagnosed, or issues that are associated with different diagnoses. Learners should consider each individual holistically when looking at their needs. Case studies would be a helpful tool in delivery.

Allowing learners access to guest speakers or work experience would be very beneficial in helping them to understand the range of conditions and how professionals diagnose and support individuals. Professionals could be from a range of backgrounds including those in special education, learning disability nurses, social workers and charities which help to support individuals living with additional needs.



Learning aim B

Learners need to be familiar with theoretical models that underpin approaches to care. They should be able to critically analyse both the medical and social models of disability and explain the impact of these models on care provision. It is important that learners take a holistic approach when considering how to support individuals and you should support them to identify the problems, whether environmental, social or personal, faced by individuals with additional needs and suggest ways of overcoming them. Learners will benefit from using case studies and reflecting on professional practice in work placements alongside tutor-led discussions.

Learning aim C

You will need to ensure that learners are familiar with the different services that are available to support individuals with additional needs. Visits to such places would be very beneficial to learners. Where this is not possible, documentaries, articles and newspaper reports should be utilised to show the range of support available.

You need to make learners aware of the parameters of the different job roles and the importance of the multidisciplinary team, as well as the range of equipment and adaptations available. Learners will benefit from individual research tasks to broaden their understanding of the range and complexity of the adaptations that some service users require. Guest speakers from different charities who work with individuals with additional needs would give valuable insight into the support mechanisms in practice. You need to ensure that learners can differentiate between the physical, intellectual, emotional and social needs of adults and children even if they have the same additional need.

You will need to ensure that learners are familiar with the principles of providing individualised care. These could be explored using case studies and guided research. This topic may be enhanced by structured discussions based on learners' own experiences or work placements.



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Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Examine reasons why individuals may experience additional needs	A1 Diagnosing or determining additional needs A2 Cognitive and learning needs A3 Physical and health needs A4 Social and emotional needs	A report that demonstrates a clear understanding of how additional needs are determined and diagnosed, with examples of the additional needs that individuals can experience.
B Examine how to overcome the challenges to daily living faced by people with additional needs	B1 Definitions of disability B2 Minimising environmental and social challenges B3 Minimising personal challenges B4 Attitudes of others	A report that demonstrates current practices and procedures for providing care for children and adults with additional needs, including the support given to overcome challenges to daily living.
C Investigate current practice with respect to provision for individuals with additional needs	C1 Provision of services available for individuals with additional needs C2 Support and adaptations for individuals with additional needs	



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	C3 Professionals involved in supporting individuals with additional needs C4 Person-centred care for all individuals with special needs C5 Current working practices to support individuals with special needs	
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Assessment guidance

This unit is internally assessed. There is a maximum of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

The recommended assessment approach for this unit requires the development of two reports (one of which covers learning aim A and the second covering learning aims B and C).

The first report (learning aim A) focuses on the methodology for the diagnosis of additional needs and analysis of the support needs based on the prognosis. This must be based on two individuals (one adult and one child) in order for you to effectively grade learners on their abilities in both critical analysis and differentiation. You should guide learners through the process of identifying and meeting needs using case studies, video clips and anonymised reflective accounts from placements, although, ideally, the report will be based on real individuals. However, where this is not possible, case studies or a combination of case studies and real-life scenarios may be used.

The second report (learning aims B and C) involves a critical analysis of the support provided for two individuals (one adult and one child) with different needs and how these needs are met. Emphasis must be placed on dignity, respect and confidentiality, both in the researching and the writing of the report.



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To support learners in their report writing, they should be encouraged to use headings, sub-headings and annotated pictures or diagrams to illustrate the points they are making. The assessment for this unit should stretch learners in terms of their understanding of the support available to individuals with additional needs and the challenges of current practice with respect to provision.

This assessment gives learners clear opportunities to move between grade boundaries by building on their research and experience and reflecting on their own practice, with the emphasis on person-centred care and positive working practices.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

Introduce this unit by explaining the importance of promoting inclusion and individuality when supporting individuals with additional needs and what learners will gain from studying this unit. It might be helpful to determine learners' prior knowledge. It is important to emphasise person-centred care and the responsibility of practitioners to work collaboratively.

Learning aim A: Examine reasons why individuals may experience additional needs

For A1, you should introduce learners to definitions of learning disabilities, including the parameters used to diagnose the condition (type, causation, severity and prognosis).

- You could give learners a research task. They could work in pairs to explore different conditions and then create a presentation which could be shared with the rest of the class. This would benefit their collaborative working and communication skills.

Learners should be introduced to how conditions are diagnosed, procedures, tools and standards, as well as the professional competence of those undertaking the diagnosis/assessment.

- Learners would benefit from guest speakers such as psychologists, SENDCOs or psychiatrists. This would help learners develop an understanding of the processes involved in diagnosing conditions and disabilities.
- You need to ensure that learners understand the professional background, qualifications and experience of those undertaking the diagnosis and assessment and why these are important. Learners could achieve this understanding by independently researching job roles and creating information sheets which could form the basis of a classroom display. You should ensure that learners reference their sources appropriately.

For A2, you will need to introduce learners to a range of disorders and ensure an understanding that an individual may have more than one condition which impacts them, for example an individual with autism may also have dyspraxia and ADHD.

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- You could run a practical session during which learners explore the experiences of different conditions that illustrate what printed text looks like to individuals with profound dyslexia and the adaptations that are commonly used. This kind of experiential learning allows learners to gain valuable insight into psychomotor skills.
- Case studies and documentaries which record experiences of individuals who have cognitive and learning needs would be beneficial to help learners understand what it feels like to have one of these conditions. They could write a diary excerpt: 'A day in the life of someone with dyslexia' or other condition.
- A session on disorders that can have an impact on behaviour such as ADHD, Asperger syndrome, FAS, PDD-NOS and childhood disintegrative disorder should be delivered using video footage of case histories so that learners can appreciate the day-to-day issues that accompany these disorders for the individual affected and for their carers.
- Learners will benefit from guided research into the types of additional needs experienced by individuals with congenital disorders such as Down's syndrome or Huntington's disease in developing life skills as well as the techniques used for individuals with progressive degenerative disorders to maintain their life skills.

For A3, you should introduce learners to a range of conditions and illnesses, drawing on their knowledge of different conditions that they may have covered in other units. It is important that learners can empathise with individuals as this will help them to understand the importance of person-centred care and treating individuals with dignity and respect.

- Learners will need to have a good understanding of the variety of needs of the elderly. Through small group presentations on a variety of diseases such as arthritis, diabetes and cardiovascular disease, learners can investigate the support needs of these individuals, while also developing their research and collaborative skills. This should then be extended to include chronic disorders such as cystic fibrosis, sickle cell disorders, stroke and mental health issues to give learners the opportunity to compare the different needs and demands of the various disorders.
- You could run a practical session in which learners get to experience spending time in a wheelchair, or trying to complete tasks with one arm strapped up, or wearing a blindfold or ear defenders. They could practise interpreting braille or learn some sign language via YouTube clips. Experiential learning will enhance their understanding.

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- Case studies may be used to encourage learners to identify the health needs of individuals who have experienced life-changing injuries through accidents. These may include paraplegia or loss of a limb. (See www.spinal.co.uk for some useful resources.)
- Learners could investigate cases of necrotising fasciitis and consider the routes of transmission for this rare bacterial infection, as well as treatment options and subsequent support needs of individuals who have contracted this infection.
- Learners will benefit from individual research tasks into problems during pregnancy and birth, which may lead to individuals having additional needs. Examples may include exposure to rubella, toxoplasmosis, strep B as well as trauma injuries, nuchal cord, placental abruption and eclampsia. This information can then be fed back to the rest of the group to help improve learners' speaking and listening skills.

For A4, you could introduce learners to emotional needs through a tutor-led session, exploring topics such as separation anxiety, bullying, bereavement. You could facilitate a class discussion, encouraging learners to share any of their own experiences, the impact of these needs and suggestions for how they can be met.

- Case studies will be a valuable way for learners to consider the impact of social and emotional needs on individuals. You could focus on bereavement and look at support available. You could perhaps invite a spokesperson from a charity that works in your area to speak to learners.
- A paired research task into the needs of the elderly, such as loss of loved ones, fear of dying, family far away, isolation, lack of money, can be linked to the Elizabeth Kubler Ross 'Grief Cycle' model (see www.changingminds.org) and learners can be encouraged to suggest strategies for providing emotional support for affected individuals.

Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs

For B1, you could introduce learners to models of disability through a tutor-led session. Considering the impact of these models, both on the provision of care by healthcare professionals (medical model) and the political and social movements influenced by the social model, will give learners an insight into the influence of the contrasting models of disability and their impact on care.

- Learners need to have an understanding of disability and dependency as a social construct. By exploring this as a guided research task learners will develop skills in not only research and referencing but also critical analysis.

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- You need to ensure that learners are clear on the definitions of disability, disablement, discrimination and impairment. You may choose to set this as a research task and then encourage learners to create information sheets that they can refer to when it comes to their assessment.

For B2, you will need to introduce learners to the concept of barriers and how they can be overcome. They may have covered this in other units so it might be helpful to establish their prior knowledge at the start of the session.

- Learners should be encouraged to explore their local environment and bring back examples or photographs of how society's infrastructure should support equality for people with additional needs. These should include access and barriers (e.g. public buildings, public transport), minimising barriers (e.g. ramps, information in large print, adaptations to work environment), communication aids, examples of augmentation to leisure activities, internet and social networking, examples of adaptations to shopping, home and personal care services and, finally, mobility aids. You should encourage learners to think about how easy it was to find the adaptations and how this may have an impact on the lives of people with additional needs.

For B3, you could introduce the topic by mind-mapping with learners some of the personal challenges that individuals with additional needs face on a daily basis.

- Using case studies, learners should consider some of the challenges and describe the effects of these on individuals. It is important that learners look holistically at the individual needs so that they can consider all of the effects.
- A care worker could be invited to speak on how health and social care workers can support personal challenges and help to minimise some of the challenges to daily living for people with additional needs. You should then encourage learners to reflect on their own practice in placements to put this information in a vocational context.

For B4, you need to ensure that learners are aware of how important the attitudes of others are and how they can impact individuals and be detrimental to their health and wellbeing. You could refer them to prior knowledge of key terminology around equality and diversity and create a quiz to remind them of the definitions.

- Learners could watch a film, documentary or a series of clips in which discrimination is portrayed. You could facilitate a discussion asking learners to consider whether they have been a victim of prejudice, stereotyping or

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discrimination and what the effects of this were for them or for the individuals seen in the film. In order for learners to become effective advocates for individuals with additional needs it is vital that they know and understand the effects of discrimination.

Learning aim C: Investigate current practice with respect to provision for individuals with additional needs

For C1, you could begin by finding out about services that learners are already familiar with. This could be from work experience placements or from their own experience with family or from prior units they have already completed. Learners need to have an understanding that specific services are available for the individual with additional needs or sometimes for their family/carers. They need to know the difference between statutory, private and voluntary provision.

- Learners could complete a small group or paired research activity in which they research services available in their local area. Each group/pair could focus on a specific condition or disability and create a list of local providers, with the services they offer, websites/contacts etc that when combined with the lists from other groups/pairs makes a large directory which can be shared. All sources would need to be appropriately referenced. This could help learners build teamwork and collaboration skills.
- Learners could create a presentation on a specific aspect of care provision in the local area and deliver it to the class. This could help build communication skills.

For C2, you could begin by asking learners to reflect on their work/work placement experience and identify the equipment and adaptations used for the service users. They could then discuss how these enable individuals with additional needs to lead more independent lives. Adaptations should include mobility aids, daily living adaptations such as chunky-handle knives and forks, feeding beakers, lever-operated taps as well as communication aids such as hearing aids and people skilled in sign language.

- Learners should have the opportunity to visit a supported living environment in which staff can discuss the benefits of therapies including occupational therapy, art therapy, music therapy and speech and physiotherapy. Learners should be able to differentiate between the need for short-term and long-term support and discuss this with the healthcare professionals within the care environment.

For C3, you need to ensure that learners understand the roles and responsibilities that health and social care professionals have in empowering

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individuals with additional needs and the importance of multidisciplinary working.

- Learners will benefit from an individual task researching the job roles and responsibilities of the different disciplines within healthcare provision for individuals with additional needs. They will need to research community learning disability nurses, occupational therapists, physiotherapists, psychiatrists, psychologists, social workers, speech and language therapists and special needs teachers, and produce a short report.
- A guest speaker who works in the field of supporting individuals with additional needs would be beneficial in bringing a vocational element into the classroom. They could share an insight into their role and responsibilities and how they work in a multidisciplinary team to ensure that needs are met and individuals empowered.

For C4, it is important that you help learners to understand what is meant by the term 'person-centred care' and the importance of individuals having a say in their own care.

- A guest speaker from a carers' group will be able to give learners valuable vocational insight into the need for person-centred care.
- Learners could be encouraged to participate in small group discussions about their work placement and/or work experience of supporting individuals with additional needs in the process of decision making. This will enhance critical analysis skills. The emphasis, as ever, should be on maintaining confidentiality by anonymising the individuals discussed.
- Learners could have a look at some communication passports, one-page profiles or individual learning plans which are designed to support individuals with additional needs. They could then choose a particular condition or disability and write their own one-page profile considering aspects such as how the person likes to communicate, what their specific needs are and what a care worker could do to meet those needs.

For C5, you need to introduce learners to key practices that health and social care professionals need to promote when supporting individuals with additional needs. They need to have a good understanding of the key terminology, so a matching/sorting game of definitions, with examples of how they could be used by a professional, might be beneficial. Learners can draw on their knowledge from previous units.

- Learners could make a list of the working practices they would expect to see if they visited a service provision for individuals with additional needs. They could include examples of how a professional might show this, for

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example promoting dignity – a worker may take an individual to the bathroom after dinner and give them a facecloth and encourage them to wash their face so they don't spend the afternoon with food around their mouth. They could compare their answers in pairs and discuss similarities and differences.

- Learners could be asked to produce a leaflet/poster about the importance of one working practice. These could then form the basis of a classroom display.
- Learners could be put into small groups and asked to create a role play of a professional who maintains positive working practices and a professional who doesn't. They could then make notes on the impact of both on the individual who is being supported.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Human Lifespan Development
- Unit 2: Anatomy and Physiology for Health and Social Care
- Unit 5: Principles of Safe Practice in Health and Social Care

Resources

Textbook

Corbett J – *Health Care Provision for People with Learning Disabilities: A Guide for Health Professionals* (Wiley-Blackwell, 2006) ISBN 9780470019863

Short accessible guide to healthcare provision for individuals with learning disabilities. Includes useful sections on consent and capacity, communication needs and models of practices, as well as a useful resources section.



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